

Childminder Report

Inspection date

25 July 2016

Previous inspection date

6 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Since her previous inspection, the childminder has ensured that all people aged over 16 years living at the premises have the required suitability checks.
- The well-qualified childminder has a good understanding about how children learn and develop. She observes children in their play, plans challenging activities that meet their current interests and effectively monitors their progress.
- The childminder knows the children well and she supports their ongoing progress well, for example, through good-quality interactions. Children make good progress and achieve the required skills to support them through their move to school.
- Children's personal, social and emotional skills are developing well. They behave well, are kind and caring towards one another and support each other's play.
- The childminder reflects on her practice and continually looks at ways to improve her knowledge and skills. This helps her to provide good outcomes for children.

It is not yet outstanding because:

- The childminder does not provide further opportunities for younger children to investigate and explore resources, such as natural materials, to help capture their curiosity and inquisitive natures.
- The childminder does not always support children to select from all of the resources independently as some are stored. This does not fully enable children to take the lead and follow their own play and learning experiences.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for younger children to investigate, explore and develop their sense of curiosity
- build on children's opportunities to develop their independence further.

Inspection activities

- The inspector observed children participating in activities and interacting with the childminder both indoors and outdoors.
- The inspector spoke with the childminder and children at appropriate times throughout the inspection.
- The inspector viewed the children's assessment and a selection of policies and procedures, including safeguarding.
- The inspector carried out a joint observation with the childminder.
- The inspector took account of parents' written views about the quality of the provision.

Inspector

Maxine Ansell

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The childminder is familiar with the local safeguarding procedures and is aware of the signs that would give cause for concern. The childminder completes thorough risk assessments in her home and for outings, to help identify and minimise hazards. The childminder effectively evaluates her practice and regularly engages parents in the process to help continually improve the quality of care she offers for children. She continues to develop her professional skills and knowledge in various ways. For example, she undertook training to build on her awareness of how to involve parents in her provision even further. The childminder works well in partnership with parents and regularly shares information about children's achievements and assessments of learning. She also provides ideas to support and extend their children's learning at home.

Quality of teaching, learning and assessment is good

The childminder uses observations and closely monitors children's progress. This helps her to quickly identify and address any gaps in their development. The childminder plays alongside children, interacting and extending their learning, for example, during role play. She supports good communication skills and she responds well to young children's attempts to use language. For example, she communicates with them through conversations, facial expressions and gestures. Children enjoy sharing books and the childminder supports children's early reading well. For example, she points out details in the pictures and words in books. The childminder introduces early mathematics in children's play, such as naming colours and shapes and introducing numbers.

Personal development, behaviour and welfare are good

Children settle quickly in the childminder's care. She provides a warm and welcoming environment for them. The childminder offers a number of settling-in sessions over an extended period of time. This supports children to understand her routine and be happy, reassured and safe when left in her care. The childminder teaches children about keeping healthy. For example, she uses discussion, books and growing vegetables in the garden to support their learning about what food is good for them. Children have plenty of opportunities for physical exercise and they regularly use different play equipment, for example, at the local parks, playgroup and woods.

Outcomes for children are good

Children are active learners and they use their early writing skills effectively. For example, they use shapes needed in writing to make patterns inside two-dimensional shapes they have drawn. Children develop their social skills and an awareness of their local environment. For example, they visit toddler groups where they socialise with other children and visit the local parks, castles and beach.

Setting details

Unique reference number	156688
Local authority	Kent
Inspection number	1054507
Type of provision	Childminder
Day care type	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	6
Number of children on roll	5
Name of registered person	
Date of previous inspection	6 February 2015
Telephone number	

The childminder registered in 2000 and lives in Beltinge, near Herne Bay in Kent. She operates her service for five days a week from 7.30am to 6pm, all year round. The childminder has a degree in childcare. She receives funding to provide free early years education for children aged two, three and four years.

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